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ABSTRACT

This secondary level curriculum guide provides a program and identifies materials for the study of the history and culture of China and Japan. The purpose of the course is to provide exercises that require students to research, question, analyze, synthesize, and evaluate historical data. Each lesson contains behavior and content objectives, suggested activities and procedures, suggested source materials, and student evaluation methods. The 36 lesson units include topics on China's and Japan's geography, economic system, society, culture, history, foreign policy, religion, government, Western influence, foreign relations, and value systems. Also included are suggestions for related books, films, filmstrips, and records. (Author/DE)

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JUN 9 1975

Social Studies

Secondary Curriculum Guide

on

FAR EASTERN HISTORY

Bulletin No. 256
Fall 1972

Montgomery County Public Schools
Rockville, Maryland
Homer O. Elseroad
Superintendent of Schools

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PREFACE AND ACKNOWLEDGMENTS

During the summer of 1971, several of the units in the Modern World History course of study were expanded to permit their use for a semester course of variants thereof that will enable teachers to provide for student interest. As the units now stand, they can be used as options within the Modern World History course or be offered independent of it. The existing units on Russia and the Far East have been revised and expanded and new units on Latin America and Afro-America have been developed.

The Russian materials were developed by Robert Appleton (Bethesda-Chevy Chase); and the unit on Latin America by Paul Magee (Montgomery Village). Stephen Perialas (Walter Johnson) was responsible for the Far East materials; and Harry Kelly (Poolesville), Donald Housley (Wheaton), and Thomas Walker (Magruder) contributed the unit on Afro-America. All workshops were conducted under the general supervision of Kieran J. Carroll, Department of Curriculum and Instruction.

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INTRODUCTION

The whole thrust of this unit on the Far East is concerned with the students' experiencing the many things that they can do with historical information, preferably on their own, in order to broaden their lives through an understanding of an appreciation for Oriental history.

The lesson plans suggested here attempt to provide an overview of the respective histories of China and Japan. At the same time, they stress the cultural and intellectual highlights of these two countries. Only major events are treated herein, and only the most outstanding aspects of the Oriental cultures. The primary function of this effort, then, is to point out areas of scholastic inquiry to the less experienced teachers and perhaps to stimulate new departure in technique for those who have covered this intriguing content area before.

There are many diverse approaches chronicled in this bulletin. All of them have been classroom tested. If Method B seemed to be a better approach to covering Content A than the Method A suggested in these pages, then try out your combination.

A final word on the educational concepts that underlie these lesson plans. The classroom is essentially a place where students learn, not where teachers teach, if teaching means merely telling. Teachers can rarely tell history as colorfully or as thoroughly as a film or a book. Consequently, there are very few "lectures" included among these plans; and there are very many exercises that call for students to research, to question, to analyze, to synthesize, and to evaluate. The teacher's role is conceived as a guide, a pointer-outer, an evaluator of student effort rather than as a provider of information or an evaluator of the historical opinions of experts.

If students take away from the experience of this course a sense of security about their ability to bring historical information under their intellectual control rather than merely a remembered knowledge of historical events, the goals for this study will have been realized.

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I. *The course of a nation's history is shaped, in part, by its geography.*

Behavior and Content

Students become sufficiently familiar with China's geography to enable them to visualize, in geographical context, any historical events they may encounter in their subsequent reading.

Suggested Activities and Procedures

Assign students to read, in preparation for this activity, pages 386-389 in Stavrianos' A Global History of Man. In the meantime, prepare ditto copies of a grid system for China, such as that attached on page 3.

This assignment is in mapmaking. The exercise will be meaningful if the students are asked to draw their own outlines. Students will enjoy this task far more if they are permitted to work together in small groups of two or three. Each group should be provided with an assortment of maps such as Palmer, Atlas of World History; Bell, Two Chinas (map insert after page 80); Fessler, China (inside front and back covers); and McAleavy, Modern History of China (maps following page 369).

Entries should be placed on the map, preferably in this order:

1. Draw an outline of the land mass of Eastern Asia. (Area should include China, Formosa, Hainan, Outer Mongolia, Korea, N. Vietnam, northern Burma, northern E. Pakistan, northern India, and southern Siberia.)

2. Sketch in and label:

Amur River	Mekong River	*Yellow (Hwang Ho) River
Yalu River	Salween River	*Yangtze
Sinkiang	Brahmaputra River	
Takla Makan Desert	Great Wall of China	Greater Khingan Mts.
Altyn Tagh Mts.	Tun Shan Mts.	Gobi Desert

3. Label these bodies of water touching China:

*Yellow Sea	East China Sea	*Gulf of Tonkin
Sea of Japan	South China Sea	Gulf of Chihli

4. Locate and label these cities:

*Peking	Hong Kong	Seoul
*Nanking	Macao	Hanoi
*Shanghai	Taipei	Lhasa
*Canton	Harbin	Vladivostok
*Chungking	Tsingtao	Ulan Bator
Wuhan	Port Arthur	Dacca
Foochow	Darien	Amoy
Yenan	Nerchinsk	

*See next page.

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5. Label, but do not delineate, these provinces which play an important role in China's history:

*Hopei	*Kwangsi	*Inner Mongolia
*Shensi	Yunnan	*Manchuria
Jehol	*Tibet	
*Fukien	*Sinkiang	

*Although this activity has not been designed as a memory exercise, students will better understand their subsequent reading if they retain a general idea of the location of certain places. The places most frequently referred to in this approach to the history of China are indicated by an asterisk.

Evaluation

After checking the maps for accuracy, the teacher might prepare a short answer quiz - preferably oral, and in the form of a game - that calls upon each participating student to demonstrate that he knows (1) to what places the asterisks refer (city, province, river, etc.); and (2) where, generally, these places are located (south of the Great Wall, or SW of the Takla Makan, etc.).

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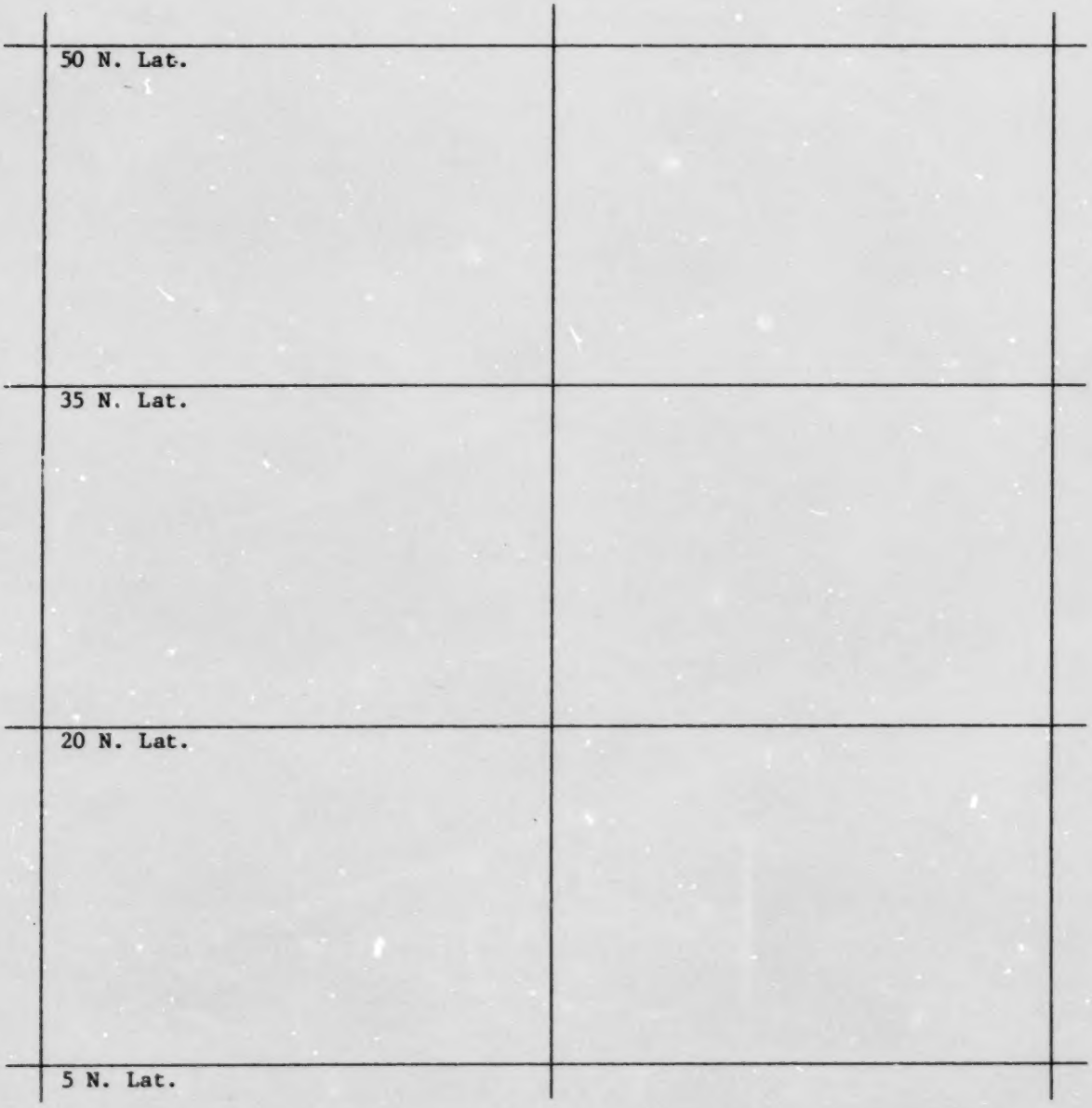
Far Eastern History: Map of China
Mercator Projection

70 E. Long. 103 E. Long. 135 E. Long.



When drawn, this map of China will show the basic outline of eastern Asia, the boundaries and topographical features of China, and her major provinces and cities.

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II. *A nation's culture also is shaped, in part, by its geography.*

Behavior and Content

Gather and apply information relevant to the impact of geography on the history and culture of China.

Suggested Activities and Procedures

After students have read Unit I of Stavrianos' A Global History of Man, lead a classroom discussion in which the students consider the question, "Where is the Far East?" from an Oriental point of view. Students might decide that the term "East Asia" is more accurate in describing the area considered in this unit.

Students should then examine relief maps - either wall maps or those found in the sources suggested in the previous lesson - and then consider and discuss, within the context of individual knowledge, the following questions:

1. What are the possible implications, internal and external, of mountains and deserts?

2. How do river systems affect population, distribution, location of cities, commerce, agriculture, etc.?

3. How do cultures of arable land areas differ from those found in nonarable areas?

4. To what extent do other geographical features (climate, mountains, minerals, desert lands, etc.) influence an emerging culture?

Additional Sources:

Bell, The Two Chinas, pp. 13-19, 81.
McAleavy, Modern History of China, pp. 2-4.
Stavrianos, Readings in World History, pp. 658-660.
Swisher, China, pp. 1-6.

Evaluation

Have students write a one-paragraph reply to the question, "How does China's geography account for the homogeneity of the Chinese culture; and how much lack of Chinese cultural homogeneity can be attributed to geography?"

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III. *Goals and skills associated with the physical problems of a society's existence (food, water, shelter, etc.) depend upon the land on which the community exists and the knowledge and strength of its members.*

Behavior and Content

Gather and manipulate information about traditional China's production, distribution, and consumption of goods and services (i.e., the economic system).

Suggested Activities and Procedures

Students are to realize the problem of China's economics and to become familiar with her efforts to solve them.

After all students have read Chapters 3, 4, and 24 of Welty's The Asians and Michaelis' 20th Century Asia (pp. 1-7, 13-16, and 28-40), the teacher should lead a class discussion to develop answers to such Larger Questions as those suggested. However, beforehand, certain selected students should have had the opportunity to research specific topics and should now be ready to deliver two-minute statements that will illuminate specific economic problems. These reports should contain an identification of the factors that must be considered in understanding each problem area and the statistics necessary to arriving at a meaningful understanding of the problem. (This exercise is not primarily concerned with the factual narration of solutions but rather of arriving at some understanding of the problem itself.)

As each topic is introduced, the class, under the teacher's guidance, should attempt to arrive at possible answers to the "Larger Questions." The teacher's comments during the discussion might indicate which solutions had already been attempted, historically, and how well they succeeded or failed to succeed.

Suggested "Topics" and "Larger Questions"

1. Topic: Factors and statistics relating to the production of food in traditional China (availability of arable land, normal diet, size of population, fertility of soil, plant diseases, availability of seed, availability of labor, etc.)

   "L.Q.": What are the methods which the Chinese may have used to secure sufficient food for the population? (Controls on population to hold numbers within the availability limits of the food: limits on family size, food allocations along class lines, limits on class size, warfare, emigration, tolerance of disease, etc.; encouragement of food production: community labor, expansion of farm areas, increase in labor force, bonuses, scientific assistance, etc.)

2. Topic: Factors and statistics relating to the production of consumer goods (availability of raw materials, knowledge, incentives to production, availability of power and capital, quotas, outside controls, labor resources, etc.)

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"L.Q.": How might the Chinese have produced consumer goods in sufficient quantity to meet their needs? (self-production cottage industries, factory system, etc.)

3. Other topics: Factors relating to the distribution of agricultural/consumer goods (production quotas, law of supply and demand, forbidden purchases, etc.).

   Factors relating to the means of paying for goods and services (a fiscal system, financial and legal ability of consumer to buy, etc.)

Sources for student reports:

Titles listed below in Teacher sources.

Ewing, Eastern Asian Culture, pp. 42-49.
Fessler, China, chaps. 1, 8.
Stavrianos, A Global History of Man, pp. 440 ff.
Stavrianos, Readings in World History, Unit 7 (Section on Economics).

Teacher sources:

Clyde, The Far East, pp. 35-38.
McAleavy, Modern History of China, chaps. 2, 3.
Vinacke, A History of the Far East in Modern Times, pp. 3-4, 31-37, 58-60; chaps. IX, XII.

Evaluation

The purpose of this exercise is to stimulate the students' abilities to raise their own questions; and the success of the project depends upon how many topics and questions (rather than answers) are developed in the discussion. Finding the answers to these questions is a simple exercise in factfinding ("gathering of information") and might profitably be turned over to selected students as an ongoing lesson plan.

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IV. *Each society creates a culture to meet its basic needs.*

Behavior and Content

Gather, organize, and analyze information on the class structures of traditional China.

Suggested Activities and Procedures

Have the students list in ascending order the classes comprising the societies of China, and develop through class discussions the rationale behind the ordering of the various classes.

Sources:

Bell, The Two Chinas, pp. 26-28.
Clyde, Far East, pp. 35-36.
Latourette, The Chinese: Their History and Culture, pp. 685-689.
McAleavy, Modern History of China, pp. 30-35.

Evaluation

Ask the student to explain in writing how the classes differ in function and membership.

Does the student associate the traditional role of the scholar and the military in their respective societies with their place on the social scale?

Does the student associate the place of the farmer peasant with that of a producer?

Does he associate the place of the merchant with that of a non-productive element?

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IV. *Each society creates a culture to meet its basic needs.*

Behavior and Content

Gather and manipulate information about some aspect of the traditional Chinese culture (in this case, painting) in order to gain some insight into the Chinese character.

Suggested Activities and Procedures

This activity is based on the "discovery" method; there will be no preliminary reading for background information. However, a visit to the Freer Gallery of the Smithsonian Institutions is highly recommended. The Freer has one of the nation's most outstanding Oriental collections.

Divide the class into small groups of students. Have them study in depth and at length the reproductions of Chinese prints with which each school has been provided. These prints might be supplemented by illustrations in books or periodicals such as:

Fessler, China.
Horizon, January, 1961, "Chinese Art Treasures."
Mai-Mai Sze, The Way of Chinese Painting.
Schafer, Ancient China.
Siren, The Chinese on the Art of Painting.
Swann, The Art of China, Korea, and Japan.
Weitzman, Chinese Painting.

Within each group, students should be encouraged to raise questions about what they are seeing; the formulation of questions rather than the exchange of prior knowledge is the thrust of this exercise.

In order to get the discussions started, the teacher might propound such opening questions as:

1. Do Chinese artists seem generally to stress persons, things, or the natural world? Do they stress line or color?

2. Do some of the paintings tell a story? Can any of the students relate the story that the artist has painted? Does each item in the painting play some part in the story? Are there other items important to the story that the artist has left out?

3. Do some of the paintings seem to teach a lesson or to state a moral?

4. Do the paintings show "feelings" - such as excitement or peacefulness, love or hate, loneliness or togetherness? Would the painting be different if the mood or feeling were not part of it? How, precisely, does the artist reveal the feeling?

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5. Do Chinese artists try to paint with realism, so that the paintings look like photographs?

6. Are there similar patterns among the paintings - the way they are balanced, or colored, or the way the figures are drawn?

7. What specific things about the Chinese lifestyle can we learn from the paintings: attitudes, values, artifacts?

8. Do the students find any pleasure or personal satisfaction in looking at these art works? How so, or why not?

Once the students have arrived at some questions and answers, they are prepared to synthesize their knowledge by arriving at some generalizations and conclusions, placing the field of Chinese art into the larger context of Chinese culture.

Have students develop generalizations through consideration of such questions as:

What are the characteristics of Chinese art? What do these characteristics tell us about the Chinese value system?
What is the function of Chinese art in the Chinese culture?
How important is Chinese art to the Chinese?
Does Chinese art support the students' concepts of Chinese culture?

At this point, introduce reproductions of contemporary Chinese poster art, using these prints as a point of departure for a discussion concerning art as propaganda as opposed to art as an aesthetic expression.

Evaluation

The purpose of this lesson was to provide students with an opportunity to practice analysis and synthesis. In order to analyze, students had to acquire some facts, and to manipulate them meaningfully. They acquired facts through the questioning process, and manipulated them in the discussion.

If the students, indeed, succeeded in gathering facts, and then shifted them around by making comparisons and contrasts, by seeking patterns, by arriving at value judgments, and by making assumptions, and finally arrived at some appropriate conclusions concerning Chinese art and culture, it is evident that the objectives of this activity were achieved.

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IV. *Each society creates a culture to meet its basic needs.*

Behavior and Content

Gather and interpret information on the contemporary foreign policy of Communist China in order to develop an understanding of her role in world affairs.

Suggested Activities and Procedures

The reality of Communist China - its size, geographic position, population, potential for economic growth, and ideology - exerts a tremendous influence in the field of contemporary international affairs. To develop and appreciate her role in world affairs, the following activity is suggested:

First play the record and show the filmstrip entitled China in Crisis: Confrontation or Coexistence (Guidance Associates). Then have the class read McAleavy's Modern History in China, pp. 330-338 and 351-358, in order to build a common base for further exploration.

Divide the class into four research groups, each to study and report back to the class on such topics as:

General goals in the field of foreign affairs

Sino-U.S. relations (citing specific examples, and dealing especially with imperialism, ideology, and SE Asia)

Sino-Japanese relations

Chinese foreign relations with the developing nations of the world (citing specific examples and dealing especially with the Third World Force; relations with India, Pakistan, Tibet, etc.)

Research Sources:

Bell, The Two Chinas, pp. 112-123; 148-155.
Borton, Japan's Modern Century, chaps. 21-22.
Chen, Chinese Communist Regime, pp. 329-342.
Clyde, The Far East, chap. 39.
Latourette, The Chinese: Their History and Culture, pp. 423-431.
Stavrianos, A Global History of Man, pp. 622-625.
Swisher, China, pp. 106-112.
Weitzman, China and the United States.
Current History, September 1969, 3 articles.
Current History, September 1970, "Mainland China."

Evaluation

Students should write an essay that both attacks and defends the position that the foreign policy of mainland China is based primarily on the need to support its internal program. Teacher

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should note especially the students' abilities to relate external forces to internal problems.

Do students use specific territorial examples and relate them to effect in Communist China, e.g., Tibet - nationalism? Do they show Communist China as advancing native Maoism over Russian socialism? Chinese culture over Western? Chinese (yellow) world leadership over Western (white)?

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IV. *Each society created a culture to meet its basic needs.*

Behavior and Content

Analyze and evaluate the contemporary Japanese society in terms of the changes now occurring.

Suggested Activities and Procedures

After the class has seen film Miracle in Asia (F2640) ask each student to formulate five questions that will contribute to an analysis and evaluation of contemporary Japanese culture. A worthwhile class discussion will follow if answers are sought in class and if the teacher and some of the students have information available. (Collect the questions at the end of the first class period, look them over, and select the best for discussion the following day. The ability to formulate intelligent questions is a significant part of the learning experience.)

Teacher Sources:

Borton, Japan's Modern Century, chap. 22.
Hunsberger, Japan: Lessons in Enterprise, chap. II.
(Japanese) Bureau of Statistics, Statistical Handbook of Japan.
McKeown, Modernization in Japan.

Evaluation

Have class evaluate each question that is presented in terms of its analytical function.

Do students understand that Japanese society is in a state of flux and that Western values are being compared with traditional Japanese values?

IV. *Each society creates a culture to meet its basic need.*

Behavior and Content

Gather and analyze data relevant to the government of traditional Japan.

Suggested Activities and Procedures

After the class has read pp. 17-20 in Beasley's Modern History of Japan, each of six selected students should define and in a five-minute report relate the following terms to the concept of government as it existed in traditional Japan:

1. Shogun
2. Samurai
3. Code of Bushido
4. Daimyo
5. Centralized feudalism
6. Regent

Sources:

Brown, Japan, pp. 17-23; 41.
Clyde, The Far East, pp. 170-185.
Ewing, Eastern Asian Culture, pp. 117-122.
Kublin, Rim of Asia, pp. 32-37.

Evaluation

After the six reports have been made, each student should turn in a three-paragraph essay that demonstrates his realization that problems common to differing societies are resolved best within the context of the culture of each society, that there is no "right" solution applicable to all societies.

A sample springboard question might be, "In what special ways did a shogunate-style government suit the Japanese character as defined by the culture of Japan?"

Paper should identify the "common problems" and prove that alternative suggestions, when based upon an alien cultural system, might not work.

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IV. *Each society creates a culture to meet its basic needs.*

Behavior and Content

Gather and analyze information on the fine arts of traditional Japan.

Suggested Activities and Procedures

Show film Japan's Art (F 2212) to the entire class.
Have selected students present research papers that deal with such aspects of Japanese culture as:

Literature
Poetry, especially haiku
Visual arts - painting, architecture, sculpture, ceramics
Drama
Music

These reports should all be well illustrated.

Sources for Students' Reports:

A visit to the Freer Gallery, Washington, D.C.
Encyclopaedia Britannica and other encyclopedic entries
The school's collection of reproductions of Japanese art
Brown, Japan, pp. 44-45.
Dilts, Pageant of Japanese History, pp. 192-203.
Durant, Our Oriental Heritage.
Reischauer, Japan: Past and Present, chap. IV.
Seidensticker, Japan.
Swann, Art of China, Korea, and Japan.
Webb, An Introduction to Japan, pp. 91-137.

Evaluation

Ask each student to contemplate a particular art work while hearing Japanese music on the record player, and then react to the experience by writing a haiku. A worthwhile discussion following the teacher's reading the best of the haiku to the class might be centered on the difficulty of being creative within the formalized framework of 17 syllables, providing a reference to nature and an indication of the season within the haiku.

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IV. *Each society creates a culture to meet its basic needs.*

Behavior and Content

Gather, organize, and analyze information on the class structure of traditional Japan.

Suggested Activities and Procedures

After students have read Beasley's Modern History of Japan, pp. 5-14, have them list in ascending order the classes comprising the societies of Japan, and develop through discussions the rationale behind the ordering of the various classes.

Sources:

Beasley, Modern History of Japan, pp. 5-14.
Brown, Japan, pp. 41-43.
Clyde, Far East, pp. 173-176.
Kublin, The Rim of Asia, pp. 37-38.
Reischauer, Japan: Past and Present, pp. 77-86.

Evaluation

Ask the students to explain in writing how the classes differ in function and membership.

Is the student able to associate the traditional role of the scholar and the military in their respective societies with their place on the social scale?

Does the student associate the place of the farmer peasant with that of a producer?

Does he associate the place of the merchant with that of a non-productive element?

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IV. *Each society creates a culture to meet its basic needs.*

Behavior and Content

Analyze an aspect of Japanese society in order to see the relationship between value system and life styles.

Suggested Activities and Procedures

Have class read pp. 734-736 in Stavrianos, Readings. Then have a student read to the class the story (found in Will Durant's Oriental Heritage, p. 849) of three brothers committing hara kiri. In class discussions, have students define value system; and then have them comment and compare value system elements exhibited in the above stories and previous readings.

Have the class examine its own culture for sub-cultural groups and the different values held: e.g., affluent versus poor, ethnic groups, sexual values, etc.)

Discussion might involve comparisons with "hippies," life styles of various minority groups, national and ethnic differences, etc.

Sources:

Durant, Our Oriental Heritage, p. 849.
Stavrianos, Readings, pp. 734-736.

Evaluation

Discussion should have revealed whether students recognize that value systems exist; that they are affected by other considerations (wealth, class, health, strength); and that they help shape the life style of any community.

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V. *Religious beliefs affect the life style of a society.*

Behavior and Content

Gather and manipulate information about China's major bodies of religious beliefs in order to gain some insight into Chinese thinking.

Suggested Activities and Procedures

Students must first reach a common understanding about what religion is. In a teacher-led class discussion, identify the characteristics of a religion. (These might include the belief of the existence of divinity; an explanation of the beginning of life; a statement of the purpose of life; an organization of rituals; a definition of moral behavior; a promise of an afterlife; a hierarchy of divine representation here on earth; an availability of holy writ; a series of divine revelations.

After the class discussion, some of the students should be divided into groups to research animism, Buddhism, Confucianism, and Taoism in some depth. Each group might research one or two of the characteristics as they pertain to one of the religions mentioned. Spokesmen from each group should report the groups' findings to the class.

While the remainder of the class might review together the four religions mentioned above - either through a teacher-lecture, the appropriate LIFE filmstrips of Religions of the World, or such films as Major Religions of the World (F 699).

Student Research Sources:

Encyclopaedia Britannica or other encyclopedic entries.
Works listed below in Teacher Sources.

Teacher Sources:

Fessler, China, chap. 5.
Gross, Buddhism.
Michaelis, 20th Century Asia, pp. 57-61; 67-83.
Seeger, Pageant of Chinese History, chap. 7.
Stavrianos, Global History of Man, pp. 88-93.

Evaluation

After the general class discussion following group spokesmen's presentations, students might be quizzed on the specific knowledge they gained about the Chinese religions.

Can the students identify briefly the following:

Siddartha Guatama	Confucius	Lao Tze
sutra	yin and yang	bodhisattva
Four Noble Truths	nirvana	Five Relationships
	ancestor worship	

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VI. *Each society creates a political system unique to itself.*

Behavior and Content

Gather and analyze data relevant to the government of traditional China.

Suggested Activities and Procedures

After students have read Stavrianos' A Global History of Man, pp. 396-401, teacher should lead a class discussion that:

1. Identifies the major political needs of any society (protection, justice, well-being, representation, etc.)

2. Defines and relates the following Chinese concepts to these identified needs:

   a) Confucius' "Five Relationships"
   b) Mandate of Heaven
   c) Censor
   d) Civil service examination system
   e) "Middle Kingdom"
   f) Legalism vs Virtue

Additional Student Sources:

Ewing, Eastern Asian Culture, pp. 16-17, 22-23.
McAleavy, Modern History of China, pp. 17-20.
Swisher, China, pp. 8, 14.
Stavrianos, Readings in World History, pp. 663-671.

Teacher Sources:

Clyde, Far East, chaps. 2, 3.
McAleavy, chaps. I, II, Modern History of China.
Peffer, The Far East, chap. 2

Evaluation

Hypothetical country X has just experienced a violent revolution, which destroyed governmental machinery from top to bottom. Using the physical characteristics of a country such as China and a people with the Chinese cultural character, ask students to write up a framework for a restored government, assigning three major responsibilities at each level.

Is the student able to restructure the levels of government from local through provincial to central?

00027

VII. *The value system that underlies any society is manifest in the religions of the society. Religious teaching, on the other hand, helps to develop the value system of the generation reared in the religion.*

Behavior and Content

Synthesize the ideas of religion and the ideas behind the economic and political systems in order to understand how the traditional Chinese life style incorporated them.

Suggested Activities and Procedures

After the class has read Chapters 1 and 2 of McAleavy's The Modern History of China and "Sayings of Confucius" in Michaelis' 20th Century Asia, and has completed the analysis of Chinese religions, divide the students into groups of five or six, and have them arrive at precise answers to questions such as those suggested below. (A spokesman from each group might read the answers to the rest of the class for purposes of discussion and evaluation.)

Questions:

What ideas or premises are held in common by Confucianism, Taoism, and Buddhism?

How have these ideas been incorporated into the social system?

How does the political system resemble the social order (family, class, etc.)

How does the economic system affect the social order (division of labor, managers and laborers, etc.)

Which religious ideas support the continuation of the class system?

Which religious ideas tend to undermine the class system?

Teacher Sources:

Fessler, China, chap. 5.
Gross, Confucianism and Taoism.
Johnson, Buddhism.
Stavrianos, Readings in World History, "Economic Values in Traditional China."
Welty, The Asians, chaps. 18, 25, 26, 27.

Evaluation

Does the student indicate a broadening of outlook as evidenced by an obvious understanding of the common value system from which religious, political, and economic systems derive?

VIII. *A society's desire to possess sovereignty is often one of the moving forces behind a nation's character.*

Behavior and Content

Gather, manipulate, and analyze information about the nature of sovereignty as it pertains to China, in order to better understand the pressures which force established governments to change.

Suggested Activities and Procedures

Sovereignty can be defined as the ultimate political power - the authority to make and to execute laws. The Chinese people, having created a highly ethnocentric culture, are resentful whenever their sovereignty is held by non-Chinese.

In imperial China, sovereignty was at first shared equally between family and central government. When the central government fell into the hands of the non-Chinese Manchus, the groundwork was laid for future revolution. When the central government itself was forced to share its sovereignty with Western Barbarians and Japanese, the pressures became sharper and, eventually, overwhelming.

A. By the way of background, students should first carefully read Chapter III of McAleavy's The Modern History of China, and Ewing's Eastern Asian Culture, pages 59 through 67.

B. Students should be divided into research teams; and each team should complete the Treaty Worksheet, a copy of which follows this topic discussion. (Note that sources for the information called for in this worksheet are listed at the end of the sheet.)

C. In a teacher-led class discussion, answers should be sought to such questions as these:

1. To what extent had Chinese sovereignty been "lost" or "violated" by 1910? Be specific. (All law-making and law-executing power held by Manchus and Westerners and Japanese was power lost to the Chinese.)

2. What had been the Chinese reaction to this steady loss of sovereignty? (Opium and Arrow Wars, Taiping and Boxer Rebellions, Hundred Days Reform, etc.)

3. What were the reasons the Chinese lost their sovereignty in the first place? (Internal dissention, military weakness, economic tribulations, indifference to external affairs, etc.)

4. Five key provisions of the unequal treaties concerned "extraterritoriality," "most-favored-nation status," spheres of influence," "leases," and "concessions." What do these terms mean? Define, also, "annex" and "cede."

D. Students should now be ready to tackle the activity proper, that of drawing up a treaty in an exercise demonstrating the dynamics of sovereignty.

Divide class into six delegations, each delegation representing Manchu China, Imperial Japan, the Republic of France, Edwardian Great Britain, Czarist Russia, or the U. S. under the presidency of Theodore Roosevelt. Allow at least one class period for the "delegations" to research the major foreign policy aims of the governments they represent, as of 1906, and another class period for the delegations to meet individually and/or collectively in order to prepare a workable plan of action. (Considering the Anglo-Japanese treaty and the Franco-Russian treaty, some delegations may seek joint action or collective ends.)

Convene a hypothetical treaty-revision conference in 1906. Students should negotiate to arrive at a common treaty that includes, if possible, as much of the desires of the various government as is possible. While compromises, threats, promises, and all the other weapons of diplomacy should be used, they must all be within the realm of possibility if the exercise is to be instructive and fruitful. (It will save time if each delegation is prepared in advance of the confrontation to press his demands as resolutions and knows precisely how much and under what circumstances he is willing to concede these demands.)

Evaluation

Does the final treaty reasonably reflect the goals of the participating governments as of 1906? Are the provisions workable?

Do students recognize the significance of sovereignty in international affairs? (This is possibly China's only goal in the whole affair.)

Did the participating delegates become aware of how necessary full knowledge of the international scene is before solutions to their problems could be found?

Did the students enjoy this exercise in free thinking and power playing?

Far Eastern History: China's Treaties
Worksheet

DATE	NAME OF TREATY	FOREIGN SIGNATORIES	PROVISIONS		
			TERRITORIAL	FINANCIAL	OTHER
1689	Nerchinsk				
1727	Kyakhta				
1842	Nanking				
1858	Aigun				
1858	Tientsin				
1860	Peking				
1868	Burlingame				
1874	(Franco-Chinese)				
1876	Chefoo				

00031

DATE	NAME OF TREATY	FOREIGN SIGNATORIES	PROVISIONS: TERRITORIAL	PROVISIONS: FINANCIAL	PROVISIONS: OTHER
1879	St. Petersburg				
1881	St. Petersburg				
1885	Paris				
1886	(Anglo-Chinese)				
1894	Emigration				
1895	Shimonoseki				
1905	Portsmouth				

Research sources for this worksheet:

Clyde, The Far East.
Encyclopaedia Britannica and other encyclopedic entries.
Harcave, Russia: A History.
Langer, Encyclopedia of World History.
McAleavy, The Modern History of China.
Seeger, The Pageant of Chinese History.
Vinacke, A History of the Far East in Modern Times.

00032

IX. *Efforts of a society to modernize are resisted by the forces of traditionalism.*

Behavior and Content

Gather and manipulate information about China's history between 1700 and 1910 in order to gain a general perspective of the changes occurring in the Chinese culture during that time span. Synthesize some of this information into generalizations.

Suggested Activities and Procedures

By way of preparation, the students should scan Chapters III through XI of McAleavy's Modern History of China, primarily to ascertain what kind of information will be available to them during this exercise.

In class, have the students work together in pairs, drawing up time-lines of the major political, economic and cultural events in China between 1700 and 1910.

In a teacher-led class discussion the next class period, arrive at some general conclusions regarding changes in China. Examples:

China's actions are frequently reactions to Western actions.

Changes accelerate as the end of a period nears.

Western powers used force and forceful diplomacy to bring about changes in China.

Western-induced changes tended to weaken rather than to strengthen China.

China's culture is changed by both internal and external forces, etc.

Conclude the discussion with a summation lecture on two hundred years of China's reaction to the West resulting in a deeply rooted anti-western bias in contemporary Chinese culture.

Teacher Sources:

Clyde, The Far East, chap. 14, 17, 20.
Fessler, China, chap. 6.
Seeger, The Pageant of Chinese History, chap. 18.
Vinacke, A History of the Far East in Modern Times, chap. VII.

Evaluation

As a result of work on the time line and class discussion, students should be able to write short essays, as a homework assignment, on one of the following topics:

The Chinese culture had, by 1900, started to re-awaken.

00033

China owes its re-awakening to the ideas and actions of the West.

China has cause to be suspicious of the West.

00034

IX. *Efforts of a society to modernize are resisted by the forces of traditionalism.*

Behavior and Content

Collect and analyze information about the crisis in Chinese culture having been stimulated by the penetration of Western ideas into traditional China (1750-1910).

Suggested Activities and Procedures

This may be a moderately difficult assignment. The entire class should prepare for it by reading in McAleavy's Modern History of China, chaps. 8, 10; of Stavrianos' Global History of Man, pp. 441-453 ("Chinese Culture"). It is sufficient if a third of the class read each citation and then exchange ideas during the course of the exercise.

Divide the class into two research groups, one to study in some depth the new ideas and practices that the West introduced into China during this period, the other to research China's reactions to these innovations.

While the first group is researching the European history section of the school library to uncover specific Western ideas about politics, economics, and social relationships, the second group should read in Stavrianos' Readings in World History, "China's Views of Westerners" and "Family: Traditional and Modern," then engage in a teacher-led discussion that attempts to find answers to such questions as:

1. Why would a society seek change?

2. Why would a society resist change?

3. Which elements in a society would be more likely to resist change? Which to seek change?

4. Under what circumstances can changes be brought about most readily?

After the first group has concluded its preparation, a spokesman should present the group's findings to the entire class.

The second group can now undertake its library research, to determine specific Chinese responses to the specific Western ideas and practices mentioned in the spokesman's report. The first group now has its opportunity to discuss the philosophy behind culture change in a teacher-led discussion based on the same questions.

When a spokesman for the second group presents the group findings to the entire class, this activity is concluded.

Teacher Sources:

Fessler, China, chap. 3.
Peffer, The Far East, chap. II.
Vinacke, A History of the Far East in Modern Times, chap. XIII.

Evaluation

Each student should turn in a one-paragraph essay that either attacks or defends, with specific evidence in support of the argument, the premise that Chinese liberals, attempting to modernize China after 1750, were successfully thwarted by Chinese conservatives until 1910.

00036

IX. *Efforts of a society to modernize are resisted by the forces of traditionalism.*

Behavior and Content

Gather and manipulate information about contemporary Japan in order to gain some insight into the conflict that exists between modernity and tradition.

Suggested Activities and Procedures

After the class has read "Japan's New Generation" in Michaelis' 20th Century Asia and has seen and heard "People of Japan" (filmstrip and record from Our World Neighbors: Japan), lead a class discussion that attempts to find answers to such questions as:

1. What forces tend to support an unchanging society? (Suspicion of change as a cultural value, past successes, relevance to risk present achievements, sense of security, respect for past, inability to finance change, etc.).

2. What forces tend to bring about change? (Dissatisfaction with the present, ability to achieve change, desire for change as a cultural value, etc.).

3. What forces retard changes in Japanese culture?

4. What forces stimulate changes in Japanese culture?

5. To what extent do drives toward change and maintaining the status quo coexist in the Japanese culture?

Teacher Sources:

Hall, Japan: Industrial Power of Asia, chaps. 1, 2, 11.
Langer, Japan: Yesterday and Today, pp. 161-96.
Tiedeman, Modern Japan, chap. 4.
Reischauer, Japan: Past and Present, chap. XIV.

Evaluation

After reviewing their notes from filmstrip and discussion, ask students to write one-paragraph essays that attack or defend the premise that Japan's efforts to modernize are resisted by the forces of nationalism.

X. *Revolutions are the result of many factors impacting upon each other.*

Behavior and Content

Analyze the Chinese Nationalist Revolution in terms of its causes and outcome.

Suggested Activities and Procedures

In preparation, have the entire class read Stavrianos' A Global History of Man, pp. 415-420, "Republican Revolution" through "Nationalist Weaknesses."

Divide the class into two sections. One-half should research the books in Column A in order to prepare a time-line of the major developments of the Chinese Revolution. The other half should research books in Column B, seeking to identify and categorize the causes and the results of the Revolution.

For the last ten minutes of the period, the class should be redivided into smaller groups, each group including students from both the A and B groups, in order that information can be exchanged. (Highlights of the Chinese Revolution are provided for the easy reference of the teacher.)

Column A	Column B
Clyde, Far East, chaps. 20, 22.	Clyde, Far East, chaps. 20, 22.
Bell, Two Chinas, pp. 67-70.	McAleavy, A Modern History of China, pp. 28-37.
Ewing, Eastern Asian Culture. pp. 68-73.	Ewing, Eastern Asian Culture, pp. 68-73.
McAleavy, A Modern History of China, pp. 28-37.	Swisher, China, pp. 28-37.

Readings for Teacher Preparation:

De Bary, Sources of Chinese Tradition, pp. 100-123.
De Riencourt, The Soul of China, pp. 185-195.
Latourette, A Short History of the Far East, chap. XIV.
---, The Chinese: Their Culture and History, chap. XII.
MacNair, Modern Far Eastern International Relations, chap. X.
Peffer, The Far East, chaps. XXI, XXII.
Seeger, The Pageant of Chinese History, chaps. 18, 19.
Ssu-yu Teng, China's Response to the West, Part Six.
Stavrianos, Readings in World History, "Warlords" and "Young China Arises."
Vinacke, A History of the Far East in Modern Times, chaps. X, XX.

00038

Evaluation

As a homework assignment, ask students to use their notes in answering these questions:

1. Why did the Chinese Revolution break out? (economic discontent, nationalism, outside inspiration, social inequalities, governmental oppression, natural phenomena, etc.)

2. What was the influence on the revolution of western commercial interests? provincial governments? the "Mandate of Heaven"?

00039

HIGHLIGHTS OF THE CHINESE REVOLUTION, 1911 - 1919

1911 (October) Chinese revolution breaks out at Wuchang. Under the reluctant leadership of Col. Li Yuan-hung, it spreads to southern provinces. Its immediate aim is to break the power of the imperial Manchu line over China, and province after province proclaims its independence from the central Manchu government. Not all provinces band together, however, but they do proclaim full independence under their own warlords.

(November) Manchus try to prevent total collapse by permitting Yuan Shih-k'ai to serve as premier to the newly established National Assembly.

(December) Li's secessionist provinces establish a national convention at Nanking, and there they elect Sun Yat-sen as Provisional President.

1912 (February) Manchu Emperor P'u-i abdicates, and the Republic of China is proclaimed.

(March) "Provisional Constitution" is adopted at Nanking, and Yuan Shin-k'ai is elected first Provisional President of the Republic of China.

(August) Sun Yat-sen organizes Kuomintang as the Nationalist (political) Party; Yuan Shih-k'ai establishes the Chinputang as Progressive (political) Party.

1913 First National Assembly is elected, with Kuomintang as strongest party.

(October) National Assembly elects Yuan as President; Pres. Yuan dissolves the Assembly, launches an attack on Kuomintang, suspends the "Provisional Constitution," and begins to rule as a dictator. Sun Yat-sen fails in his attempt to launch a "second revolution" against the Yuan regime in Peking, and is finally forced to flee for his life out of China.

1915 (December) Yuan proclaims China to be a "constitutional monarchy" and announces that he will be first monarch of new dynasty.

1916 (March) Faced with widespread opposition to his plan, Yuan abdicates. As his army dissolves with his death, tuchen begin to struggle for supremacy, and China collapses into political chaos. Meantime, Li Yuan-hung takes over as President. He restores the "Provisional Constitution" and reconvenes the National Assembly of 1913 in an effort to save the Republic.

1917 (July) President Li's government is overthrown by tuchen Chang Hsun, who restores Manchu dynasty; but within two weeks, Chang and the Manchus are overthrown by Li's previously-deposed militaristic, pro-Japanese premier, Tuan Ch'i-jui, who establishes an anti-democratic dictatorial republic that bars representation to Kuomintang or southern provinces.

00040

(August) Sun Yat-sen proclaims a "Provisional Government of China" at Canton, in opposition to the Tuan regime at Peking.

1919 By now China is helpless in the grip of continual civil war between warlords. At the same time, Western imperialist activities obstruct the emergence of any strong, revolutionary power, such as the Kuomintang. The First Republic is headed for collapse.

00041

X. *Revolutions are the result of many factors impacting upon each other.*

Behavior and Content

Analyze the Chinese Communist Revolution in order to recognize the climate in which revolutions may flourish and to understand how revolutions achieve success by shifting and bending their direction to take advantage of changing situations.

Suggested Activities and Procedures

1. The class should first gain some common background knowledge about the ideology of communism in general, and the specifics of Chinese communism in particular.

   a) As preparatory homework, assignment would be for the class to read any two of the below. (Teacher's choice should depend on the depth to which he intends to explore.)

      Clyde, The Far East, pp. 738-746.
      Ewing, Eastern Asian Culture, pp. 80-85.
      McAleavy, Modern History of China, chap. XXI.
      New York Times Magazine, March 23, 1969, "There'll Be Many Different Communisms in 1984."
      New York Times Magazine, March 8, 1970, "What Makes Mao a Maoist?"
      Stavrianos, Global History of Man, pp. 403-408.
      Swisher, China, pp. 56-69, 113-118.

   b) Class should view together the Encyclopaedia Britannica record-filmstrip combination called "China: Twenty Years of Revolution." (Two less satisfactory alternatives are the films Communist China (F 2758) and Rise of Communism by Guidance Associates.)

   c) In a class discussion led by the teacher himself or a student carefully selected by the teacher, class knowledge should be checked by arriving at answers to these questions:

      (1) What is the purpose of any politico-economic system? (To provide a climate in which the individual can realize a life that provides the greatest happiness to himself)

      (2) Which social classes stand to benefit most under communism, and which will suffer most? Why?

      (3) What are the advantages and disadvantages of the society in general of communist theory and practice?

      (4) Why is communist-capitalist coexistence believed by some people to be unworkable?

(5) In a communist society, what happens to such concepts as:

-ownership of private property
-freedom of thought
-individual advancement at the expense of the society
-choice of employment
-selection of residence
-gaining of profits from ownership of means of production
-practice of religion
-individual/influence on governmental practice and theory

2. Once the teacher is satisfied that the class has an understanding of communist ideoloy, the course of the revolution itself should be traced.

a) In preparation for this study, selected students should describe (as of 1920-1945) such subjects as:

(1) The economic urban scene (living conditions, employment, working conditions, etc.)

(2) The economic village scene (land ownership, food production, etc.)

(3) The political scene (political parties, democratic privileges, etc.)

(4) Political leaders (Mao Tse-tung, Chou En-lai, Liu Shao-chi)

(5) The social scene (class system, educational opportunities, religious institutions and practices, etc.)

Each of these student reports should include some mention of the value that might be placed on continuing the status quo as opposed to the desire to change it.

Sources for Teacher Preparation and Student Reports

Clyde, Far East, pp. 581-593; 684-698.
McAleavy, Modern History of China, chap. XIX.
Michaelis, 29th Century Asia, "Mao Tse-Tung."
Stavrianos, Global History of Man, pp. 432-434.
Swisher, China, chap. 3.
Current History, September, 1969, "China's Economy."
Current History, September, 1969, "China's Military Capabilities."
Current History, September, 1969, "Chinese Communist Leadership."
Current History, September, 1970, "Power of the Chinese Military."
Current History, September, 1970, "Education in Mainland China."
F: Mao Tse-Tung.

b) As either a homework or a group classroom task, students should draw up a time line of the factual details of the revolution, 1920 through 1949, using all textbook and classroom library books as source material.

Stavrianos, A Global History of Man, pp. 414-425, "The Warlords" through "National Government of Taiwan."
Swisher, China, chap. 5, "The Communism Victory in China."

3. The teacher is now ready to lead a class discussion that will attempt to reveal that the official direction ("party line") of the Chinese communist revolution (and, incidentally, any other large socio-politico-economic movement such as the Russian communist revolution or the Protestant Reformation, etc.) is not in a straight thrust but in a zig-zagging line that accommodates itself to the changing contours of the terrain. A successful revolution may bypass one mountain of resistance, undercut the next, and submerge still a third. It joins the current of one river for a while, then may overflow the banks to create valleys of its own.

The opportunistic nature of revolutions is, of course, the basic knowledge we are attempting to help the student realize.

a) Ask students to generalize on their time lines in such a way as to demonstrate that the revolution itself can be broken down into several smaller stories, differing from each other by:

groups of peoples involved
alliances and rivalries with other groups
changing intentions
changing methods

b) The classroom discussion might result in this breakdown of the periods of the revolution:

Nationalist Revolution - 1911-1920
Communist Revolution - 1920-1949

Sources for teacher preparation:

Birch, Life in Communist China.
Chen, The Chinese Communist Regime.
Fessler, China, chap. 7.
Vinacke, A History of the Far East in Modern Times, chaps. XI, XII, XIII, XVIII, XXVII.

Additional Sources for students:

Bell, The Two Chinas, chaps. 4 and 5.
Michaelis, 20th Century Asia, Part IV.

00044

Evaluation

Do students realize that while some revolutions are merely opportunistic (industrial revolutions, the Renaissance, etc.), others appear to be master-minded according to a predetermined goal? If the goal remains constant, the changes in direction alone are opportunistic; if the goal itself changes, we might consider that we are dealing with an entirely different revolution. What is the Communist Chinese revolution, as viewed from the present?

Give students a take-home test at the conclusion of this lesson, asking them to write an essay that attacks or defends the proposition that "President Nixon's visit to China reflects the fact that the Chinese communists are moving toward coexistence with the West, and that while an element of the revolution may have changed, the end goal of the revolution - the creation of a communist world - has not.

00045

XI. *Dictators exploit people in order to achieve their own ends.*

Behavior and Content

Analyze the cultural revolution (1965-1969), and understand its role as another control device of Chinese communist leadership.

Suggested Activities and Procedures

After the students have read about the cultural revolution in Ewing's Eastern Asian Culture (pp. 82-85: "Communist Changes") and in Stavrianos' A Global History of Man (pp. 437-349: "The Great Leap Forward" and "The Future"), and after they have seen China's Industrial Revolution (F4417), a 1967 film concerned with China on the brink of the cultural revolution, have selected students lead class discussions in order to arrive at some class answers to the questions suggested below. (In advance of the discussion, discussion leaders should prepare themselves by reading some of the sources cited below.)

For the teacher's easy reference, a list of events concerned with the Cultural Revolution is appended.

Questions:

Why did Mao kick off the cultural revolution in the first place? (Underlying causes: leadership struggle with other factions, such as Liu Shao-chi; disaster to the cause brought about by the Great Leap Forward; wide-spread hostility toward communism as reflected in the "Hundred Flowers" campaign; revisionist policies of Soviet communists and their Chinese sympathizers, etc.)

What was the role played in the cultural revolution by the Chinese students? Why did Mao choose the students as the group to fill this role?

What were Mao's aims in launching the cultural revolution, and how successfully were they achieved?

Readings for Selected Students:

Bell, The Two Chinas, pp. 139-146.
Birch, Life in Communist China, pp. 44-62.
Michaelis, 20th Century Asia, pp. 338-340.
Stavrianos, Readings in World History, "Red Guards."

A Variety of Additional Sources:

Realités, September, 1967, "Ancestors of the Cultural Revolution."
Realités, August, 1969, "Understanding China."
Realités, November, 1968, "Poster Politics in Red China."
Realités, March, 1968, "What It's Like to Live in Peking Today."

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New York Times Magazine, January 19, 1969, "The Bitter Tea of Mao's Red Guards."
New York Times Magazine, June 1, 1969, "The Peking Way of Life."
New York Times Magazine, January 4, 1970, "The Making of a Red Guard."
New York Times Magazine, August 23, 1970, "Mao Makes the Trials Run on Time."
Reader's Digest, December, 1966, "Nightmare in the Streets."
Reader's Digest, May, 1967, "I Was a Red Guard."

Evaluation

Based upon what they learned in the class discussions, ask students to express one-sentence statements that support or attack the idea that dictators exploit people in order to achieve their own ends.

00047

HIGHLIGHTS OF THE CULTURAL REVOLUTION

1957 The "Hundred Flowers" Movement reveals widespread discontent with the ideas and practices of the Chinese Government and the Chinese Communist Party. Official reaction is to stifle expression of discontent, and to reinstitute tight and tyrannical controls.

1958 The Great Leap Forward is initiated.

1961 The Great Leap Forward fails and is followed by a crucial economic crisis. Ultimately, much of the commune program is abandoned, agricultural production is re-emphasized, and even privately owned and cultivated farm plots reappear.

1965 Great Proletarian Cultural Revolution is proclaimed.

1966 Red Guards are organized. In order to release more manpower, government closes schools and universities. Red Guards are drawn from student, young worker, and military segments of the society.

Widespread attacks throughout China are launched against intellectuals, professional persons, and party officials who are suspected of supporting the "revisionist" policies of President Liu Shao-chi and other "traitors." (Classroom teachers and university professors are an especially selected target.) While military cadres are directing the activities of bands of Red Guards, Mao is instructing the military.

The enormous spillover of violence released by the activities of the Red Guard extends far beyond the selected targets, resulting ultimately in the death, banishment, torture, impoverishment and/or humiliation of tens of thousands of others.

1967 As the Cultural Revolution continues, the Red Guards practically destroy the administrative machinery of the Communist Party. By the movement's end, more than 55% of the ranking officials at all levels of the party will have been purged:

12 out of 30 Politburo members
6 out of 10 Central Committee secretaries
48 out of 93 Central Committee members
54 out of 67 regional bureau secretaries and alternates
23 out of 28 provincial secretaries

By the year's end, some of the schools have reopened with new curriculum based on the writings of Mao.

1968 Cultural revolution begins to draw to its close when Mao instructs the miltary cadres to bring about law and order: students are increasingly restrained and shunted off to remote farm communes in Mongolia, Sinkiang, and northern Manchuria; and working youth are forced back into the factories.

00048

1969 Ninth National Party Congress marks end of Cultural Revolution; hereafter, the official policy with emphasizing the rebuilding of party solidarity through the efforts of the revolutionary committee (Three-Way Alliance) is under the domination of the People's Liberation Army.

Meantime, the Government continues to send millions of young students to distant farm communes to work at providing food for a growing population, and to learn respect for the efforts of the hard-working peasant.

1970 A wave of public trials, resembling those of 1951, begins a new movement call "The New Trend."

00049

XII. *Domestic situations influence international movements.*

Behavior and Content

Gather and manipulate historical information in order to gain mastery over it.

Suggested Activities and Procedures

(One-day classroom activity and one homework assignment)
Divide the class into groups of no more than seven students. Each group should be provided, so far as possible, with the sources cited. (In case of limitation, the sources might be circulated among the groups.)

Charge each group with the task of developing a factual time-line of the course of Sino-Soviet hostility. Each student might research one or two sources; then collectively the group might draw up a single list, after weighing the value of each entry suggested by each student.

Highlights of Sino-Soviet relations have been provided for the teacher's easy reference.

Sources:

Encyclopedia and yearbook entries under Chinese and Russian history.
Ewing, Eastern Asian Culture, p. 85, "Peking and Moscow."
Langer, An Encyclopedia of World History.
Rieber, USSR and Communism, pp. 134-139, "The Red Rift."
Swisher, China, chap. 10.
Webster, Biographical Dictionary.

Additional Sources:

Current History, September 1961, "Communist Solidarity and Sino-Soviet Relations."
Current History, October 1962, "Russo-Chinese Alliance."
Current History, October 1963, "Sino-Soviet Tensions."
Current History, October 1966, "Sino-Soviet Conflict."
Current History, September 1967, "Moscow and the Current Chinese Crisis."
Military Review, November 1968, "Sino-Soviet Attitudes."
Current History, September 1969, "Twenty Years of Sino-Soviet Relations."
Foreign Affairs, January 1970, "China, Russia, and the U.S."
Current History, September 1970, "Chinese Factionalism and Sino-Soviet Relations."

Evaluation

Using as reference material only the time-lines that they themselves have drawn up, have students write individual one-paragraph narrations of the history of the Sino-Soviet dispute, seeking especially to draw out generalizations and conclusions from the facts provided.

These narrations should reveal the influence of such external events as the Cuban missile crisis, the failure of the Great Leap Forward, the death of Stalin, etc.

00050

HIGHLIGHTS OF SINO-SOVIET RELATIONS

1949 (Oct. 1) Mao Tse-tung officially proclaims the People's Republic of China at Peking. It is immediately recognized by the Soviet Union and by the other "Iron Curtain" countries.

1950 Sino-Soviet Treaty - Russia agrees to provide $430 million in cash loans between 1950 and 1954, and another $3 billion in low interest loans for specific projects. In fact, Russia actually makes $2 1/2 billion available in loans between 1950 and 1957. (Compare with $2 billion in military aid and $1 1/4 billion provided by U. S. to Nationalist China between 1950 and 1963.)

Meantime, China begins to send aid missions to Latin America, the Middle East, and Africa; and Chinese communists begin to take over political and economic control of Tibet.

1953 Soviet Russia enthusiastically endorses China's first Five-Year Plan to socialize and industrialize the nation.

1955 China's claim to leadership of the East is confirmed at the Bandung Conference in Java.

1956 Mao supports Khrushchev in the denunciation of Stalin in February, and in Krushchev's actions in Hungary in November.

Tibetans begin to initiate sporadic outbursts of resistance to Chinese immigration into Tibet.

"Let a hundred flowers bloom; let a hundred schools of thought content." - Mao

1957 Khrushchev agrees to build 47 major industrial projects in China (electrical power plants, oil-refining plants, metallurgical plants, etc.) and to supply China with atomic bomb sample and technical materials for the manufacture of atomic weapons. Mao, in a speech at Moscow University in November, declares that Soviet Russia is the head of the Socialist camp.

1958 (Khrushchev publicly rejects classical Marxist idea that each should receive according to his needs. He states that producers require personal incentives beyond the mere satisfaction of needs. At the same time, he moves away from support of communes, calling them useless and unworkable. While accelerating his destalinization program, he defends the peaceful and evolutionary aspects of communism and supports a policy of coexistence with the non-Communist world). Khrushchev ups 1957 assistance agreement to building 78 industrial projects, at a total cost of $1 1/2 billion. China refuses, however, to accept Soviet leadership of her military forces.

Against Soviet advice, China initiates the Great Leap Forward, a massive effort to industrialize and collectivize the non-urban regions of the country.

00051

Even though she names her first commune "Sputnik," in honor of the Soviet's space achievement, the following month (August) China accuses Russia of providing her with less assistance in the Taiwan Straits crisis than the United States is giving to Nationalist China.

1959 During the year (and through 1962) China is badly hurt by droughts, floods, widespread crop failures, mounting starvation, and industrial collapses. Her wheat harvest drops to 168,000,000 tons from record 1958 193,000,000 ton harvest.

When an anti-communist rebellion erupts in Tibet (and the Dalai Lama flees to India), China builds a full scale crisis with India over his return; Soviet Russia proclaims neutrality in the crisis.

Even though she agrees to provide over $1 billion in goods to assist China in the second and third Five-Year Plans, Russia revokes her 1958 promise to help China create a nuclear weapon, kicking off the first Sino-Soviet crisis, which lasts until 81 Party Conference at Moscow in 1960.

1959 Late in the summer, Mao begins to develop a new go-it-without-Russia policy, and is forced to purge other communist leaders who oppose the program.

China strongly opposes Khrushchev's call for a summit conference with President Eisenhower, and is indignant when, at Peking, Khrushchev asks Mao to abandon Chinese communist claims to Formosa.

1960 (April) LONG LIVE LENINISM articles in China claim that China and no longer the U.S.S.R. should be considered as the standard-bearer of the revolutionary Leninist tradition. Politburo charges Khrushchev with betraying the spirit of Marxism-Leninism by seeking coexistence with the capitalist world.

(June) At Rumanian Party Congress, first hostile head-on collision flares between Soviet and Chinese delegates.

81 Party Conference at Moscow: - While the U.S.S.R. is strongly supported by East Germany, Czechoslovakia, Rumania, and Bulgaria, the delegations from Hungary, Mongolia, and Poland reflect a somewhat cooler sympathy. North Korea and North Vietnam side generally with China, and Albania makes a strong case for China.

(August) About 3000 Russian technicians are recalled from China, and their plans for uncompleted construction and other assignments are destroyed. (Wheat harvest is down to 162 million tons).

1961 Great Leap Forward is generally acknowledged to be an economic disaster. (Spring) When Soviets withdraw advisors and economic assistance from Albania, Chinese fill the gap.

00052

(October) At 22nd CPSU Congress, Khrushchev sharply attacks Stalin and Albania and soon afterwards breaks off diplomatic relation with that country. Since the attack is covertly aimed at China, a second Sino-Soviet crisis erupts.

1962 (March) Second crisis in Sino-Soviet relations ends with a short-lived truce engineered by North Vietnam and four other small communist parties.

China attacks and invades India. Soviet Russia remains neutral.

1963 "If a half of humanity were destroyed (in a nuclear war), the other half would still remain; but imperialism would be entirely destroyed, and there would be only socialism in the world." -- Mao, as quoted by the Russian press.

China states that it will not support nor honor the U.S.-U.N.-U.S.S.R. nuclear test ban treaty.

(March) Mao proclaims a struggle to the finish against revisionist leadership in Moscow.

(Summer) Third crisis in Sino-Soviet relations starts to heat up when Khrushchev makes peace overtures toward Yugoslavia and commits himself to providing supersonic military aircraft to India. Eventually, there is border warfare between Chinese and Soviet troops along banks of the Amur.

1964 (April) For the first time, Khrushchev openly attacks Mao for trying to split the Communist world. Shortly afterward, he falls from power; now Brezhnev and Kosygin are in ascendancy.

(October) China tests her first nuclear bomb. Population passes the 700,000,000 mark.

1965 China boycotts the Moscow Conference of national Communist parties.

XIII. *Nationalistic forces influence international affairs.*

Behavior and Content

Analyze the present Sino-Soviet conflict in order to evaluate its importance.

Suggested Activities and Procedures

(Overnight preparation, one-day presentation, homework assignment) After the class has read pages 330-333 and 353-356 of McAleavy's The Modern History of China, certain selected students should present to the class additional information gleaned from other references cited below.

In a teacher-led discussion, develop an understanding of the topic by identifying the pertinent issues, delineating the boundaries, and tracing the course of the conflict to date.

Here are some sample questions to start the discussion:

1. How does one judge the importance of any event or situation? (Numbers of persons involved; general interest aroused; causes of subsequent events, etc.)

2. What conditions underlie the hostility between China and Soviet Russia? (Historical grievances over land acquisitions; China's traditional distrust of the "West"; irredentist demands (Outer Mongolia, banks of the Amur, etc.); economic advantages; ideological beliefs; racial hostility)

3. Which of these conditions are nationalistic, and which are otherwise?

4. What factors tend to prevent an open breach from occurring? (A desire to maintain a closed front to the non-communist world; mutual benefits inherent in continued political and economic cooperation; mutual benefits arising from continued hostility toward the West, etc.)

5. What are the highlights or turning points of the course of this rivalry? (See previous "Time-line" lesson plan.)

6. Will the split between Communist China and Communist Russia be more likely to widen or to narrow? Why? What are the implications, to the rest of the world, of a change in the status quo?)

Readings for teacher preparation:

Brzezinski, The Soviet Bloc, chaps. 15, 16.
Rieber, USSR and Communism, pp. 134-139, "The Red Rift."

Readings for selected students:

Bell, The Two Chinas, pp. 116-119.
Ewing, Eastern Asian Culture, p. 85, "Peking and Moscow."
Fessler, China, chap. 9.
Swisher, China, chap. 10.

Evaluation

After noting that monolithic communism would seem to be more powerful than fragmented communism, have students write one-paragraph essays that attack or defend the proposition that "national interests outweigh ideological beliefs."

00055

XIV. *One gains new perspectives about history when details have been put together into a generalized and chronological presentation.*

Behavior and Content

Review Chinese culture and history in order to develop a new perspective.

Suggested Activities and Procedures

Have class watch and listen to China in Perspective: Roots of Civilization, Guidance Associates' study (with the Associated Press) of China's culture and history.

Tie loose ends together in a culminating discussion, just before administering the unit examination.

Evaluation

Does discussion reveal that the students have gained some understanding of the role that China played and will continue to play in world affairs?

00056

XV. *Religious beliefs affect the life style of a society.*

Behavior and Content

Gather and manipulate information about Japan's major bodies of religious beliefs in order to gain some insight into Japanese thinking.

Suggested Activities and Procedures

Students should first be reminded of conclusions drawn when they attempted to reach some common understanding about the nature of religion in their study of the unit on traditional China. After this reminder, some of the class should again be divided into groups - preferably of the same membership - to research animism, shintoism, Shin-Shu Buddhism and Zen Buddhism in some depth.

In the meantime, the remainder of the class might consider the four religions together, preferably aided by teacher lecture. They might also study the appropriate LIFE filmstrips of the "Religions of the World"; see film Major Religions of the World (F 699) again; or read chapters 9, 31, and 32 in Welcy's The Asians, and Ewing's Eastern Asian Culture, pp. 123-126.

Student Research Sources:

Encyclopaedia Britannica or other encyclopedic entries
Works listed below in Teacher sources

Teacher Sources:

Borton, Japan's Modern Century, pp. 181-184.
Clyde, The Far East, Chapter 4, and pp. 577-580.
Gross, Buddhism.
Michaelis, 20th Century Asia, pp. 57-58.
Vinacke, History of the Far East in Modern Times, pp. 320-324.

Evaluation

After the general class discussion that follows the group spokesmen's presentations, students might be quizzed on the specific knowledge they gained about the Japanese religions.

A suggested short-answer quiz: briefly identify the following:

Kami	Wheel of rebirth	shrine
Eightfold Path	satori	karma
soul	Code of Bushido	

00057

XVI. *The value system that underlies any society is manifest in the religions of the society. Religious teaching, on the other hand, helps to develop the value system of the generation reared in the religion.*

Behavior and Content

Synthesize the ideas of religion and the ideas behind the economic and political systems in order to understand how the traditional Japanese life style incorporated them.

Suggested Activities and Procedures

After the class has read Beasley's The Modern History of Japan, Chapter 1, and "The Japanese Are Like That" in Michaelis' 20th Century Asia, and completed the analysis of Japanese religions, divide the students into groups of five or six and have them arrive at precise answers to questions such as those suggested below. (A spokesman from each group might read the answers to the rest of the class for purposes of discussion and evaluation.)

Questions

How much and in what ways did religious ideas change during the traditional period in Japan? Why?

Which religious ideas supported the continuation of the class system?

Which religious ideas undermined the class system?

In what ways could the working classes influence law making?

How did the religious and political systems encourage or prevent strikes, boycotts, riots, rebellions, and other pressures against the system?

Teacher Sources:

Dilts, Pageant of Japanese History, Chap. 4.
Johnson, Buddhism.
Peffer, The Far East, chap. III.
Seidensticker, Japan, chap. 8.
Welty, The Asians, chaps. 30, 33-35.

Evaluation

This is not an easy assignment because it involves a considerable degree of inductive thinking on the part of the students, and not all will have reached the same level of ability by this time.

Have students write one-paragraph essays that attack or defend the premise that a society's religion joins forces with the existing economic and political systems that support the goals and ideals of the leaders of the community. As leadership changes, so do the systems.

00058

The teacher should review these paragraphs with special attention to the validity of the evidence offered in support of each writer's arguments.

00059

XVII. *Isolationism is sometimes practiced by those societies which possess both a high degree of nationalism and the desire to keep their cultures free of foreign influences.*

Behavior and Content

Understand how the tokugawa exclusion policy came into being, and analyze the effect on Japanese culture after the students have read Ewing, pp. 119-126, "Traditional Japanese Culture in 1800."

Suggested Activities and Procedures

Organize role-playing cast of five students, one to represent Shogun Tokugawa Ieyasu and the other four, his advisors. The scene they enact should occur at Edo about 1615. While all five, of course, are samurai, one should be concerned with advancing the interests of the samurai warriors, another the daimyo, and a third the royalty. The fourth should assume the unlikely task of supporting the business and agricultural classes, including the fishermen's guilds. The shogun, of course, is strong for government. All are actively seeking a system beneficial to the Japanese.

Assume a hypothetical cabinet meeting at which the issue of an exclusion policy is contemplated. Note how far it had already progressed by 1615. Future predictions made by far-seeing advisors would, of course, be valid areas of discussion.

After the 15-minute skit has been presented, ask the rest of the class to write out answers to the following:

1. What are reasons against an "exclusion policy?"
2. What are the reasons for it?
3. What are the reasons why the Japanese people accept it?
4. What alternative policies would have achieved the same aims of the Japanese leader?

Sources for student research:

Beasley, Modern History of Japan, chap. 1.
Clyde, The Far East, chap. 10.
Peffer, The Far East, chap. III.
Reischauer, Japan: Past and Present, chaps. VII, VIII.
Seidensticker, Japan, chap. II.
Vinacke, A History of the Far East in Modern Times, chap. VI.
Webb, An Introduction to Japan, pp. 24-28.

00060

Evaluation

Isolationism and imperialism are two of the four major facets of nationalism. Do students recognize, in this Japanese example, how the policy of isolationism possesses both worthwhile and dangerous elements and that a nation should practice it - and moderately at that - only when the advantages outweigh the disadvantages? Do they see the special danger of a government's failure to review its policies?

00061

XVIII. *The culture of a dynamic society changes to meet new situations.*

Behavior and Content

Analyze the profound changes that occurred in Japan between 1853 and 1889.

Suggested Activities and Procedures

After students have read Chapter V of Beasley's Modern History of Japan, the class should identify, through a teacher-led discussion, the internal and the external factors that brought Japan into the modern world.

In advance, some students could be selected to prepare special contributions to the discussion in the areas of internal and external politics, economics, and culture.

Teacher and Special Student Sources

Borton, Japan's Modern Century, chaps. 2-8.
Clyde, The Far East,chaps. 11-13.
Langer, Japan: Yesterday and Today, pp. 75-89.
Peffer, The Far East, chaps. VII, IX, XIII, XIV.
Reischauer, Japan: Past and Present, chap. IX.
Tiedeman, Modern Japan, chap. 2.
Vinacke, A History of the Far East in Modern Times, chap. III.
Webb, An Introduction to Japan, pp. 28-33.

Evaluation

Ask students to submit supported statements that generalize on changes in Japan during this time period.

00062

XVIII. *The culture of a dynamic society changes to meet new situations.*

Behavior and Content

Understand changes in Japan during the 19th and 20th centuries in terms of the student's own value system, and learn to appreciate and enjoy haiku.

Suggested Activities and Procedures

After the class has read Chapter XII of Beasley's The Modern History of Japan and the article "Japan: The Big and Little Arts" in Michaelis' 20th Century Asia, ask students to assume the role first of a Japanese in 1870, and second in 1945.

Ask each student to write two haiku, each displaying the Japanese response to the Japanese world of 1870 and of 1945, making special reference in their writing to the vast changes in attitudes that characterize the two eras.

Evaluation

Creative effort is impossible to evaluate.

Objectively, the teacher should check the verse for 17 syllables, determine that the impression is subjective, and note whether or not the subject matter accurately reflects the change to which the writer is responding.

00063

XIX. *A nation's economic future depends upon economic, cultural, and geographical factors.*

Behavior and Content

Research, analyze, and evaluate Japan's present impact on the contemporary international economic scene.

Suggested Activities and Procedures

By way of background, all students should read Ewing's Eastern Asian Culture, pp. 131-133 ("Since the Peace Treaty"), and see and hear "Building Modern Japan," the filmstrip and record from Our World's Neighbors: Japan, by Guidance Associates/Associated Press.

Divide the class into several small groups, and ask each group to complete Worksheet A (a sample of which follows this topic) for one of the commodities numbered below:

A. Capital goods:

1. Ships
2. Aircraft
3. Locomotives and other rail vehicles
4. Vehicles (busses, trucks, cabs, trailers)
5. Heavy machinery

The following day, present the information from the completed workshop of each group to the entire class. Each student will then complete a copy of Worksheet B, a sample which follows this topic.

B. Consumer goods:

1. Textiles
2. Autos
3. TV's and radios
4. Electrical appliances
5. Toys and novelties
6. Cameras and other optical goods

After studying Worksheet B, lead a class discussion that attempts to answer such questions as:

1. What factors are involved in studying the production and distribution of goods of any nation?

   (Available natural resources and power; location; availability of a disciplined and trained labor supply; morale of the labor force; cultural underpinnings; availability of capital for investment; consumers' demand; foreign competition; availability of transport facilities; peace; saleability of the produce [needs, desires, legality, ability to pay, etc.] and other factors).

00064

2. How do these factors apply to Japan?

3. What social and political powers grow out of economic power? What is "economic imperialism"?

   (Buyers influence sellers by threats of boycott, for example; and sellers influence buyers by threats to withhold the commodity. In what areas do producing nations attempt to exert influence over buying nations?)

4. How do the concepts apply to Japan?

Teachers Sources:

Hall, Japan: Industrial Power of Asia, chaps. 9 and 10.
Hunberger, Japan: Lessons in Enterprise, chap. III.
Seidensticker, Japan, chap. 4.
Vinacke, A History of the Far East in Modern Times, pp. 736-738, p. 741-747.
Current History, April 1971, "Japan's Economic Growth," and "Japan's Economic Relations with Asia."

Evaluation

Ask students to write a one-paragraph essay predicting, upon the basis of information developed in this lesson plan, Japan's future economic growth and expansion of markets.

00065

Far Eastern History: Japan's Production and Foreign Trade
Worksheet A

_____
Commodity

YEAR	TOTAL AMOUNT PRODUCED	TOTAL AMOUNT EXPORTED	TO (MAJOR) BUYER	% OF TOTAL EXPORTS
1940				
1955				
1970				

This production figure accounts for _____% of the total amount of all consumer/capital goods produced in 19___, an increase of _____% over production in 19___.

This export figure accounts for _____% of the production of this commodity, and _____% of the production of all goods sold abroad by Japan during 19___.

Sources of information for Worksheet A

Official Japanese source materials, e.g., Statistical Handbook of Japan (Bureau of Statistics, Office of the Prime Minister).
Almanacs and encyclopedia yearbooks

Facts on File

Hall, Japan: Industrial Power of Asia.
Hunsberger, Japan: Lessons in Enterprise.
Current History, April 1971, "Japan, 1971."
School library vertical file

00066

Far Eastern History: Japan's Production and Foreign Trade
Worksheet B

COMMODITY	AMOUNT PRODUCED In $ or Tons	% *	AMOUNT EXPORTED In $ or Tons	% **	TO (Country)	% ***
Aircraft						
Autos						
Cameras and Other Opticals						
Electrical Appliances						
Heavy Machinery						
Locomotives & Rail Vehicles						
Other Vehicles						
Ships						
Textiles						
TV's and Radios						
Toys and Novelties						

* Percent of all goods produced in Japan

** Percent of all Japanese production of this particular commodity

*** Percent of all commodities sold by Japan to this buyer

00067

XX. *Some cultures assimilate new ideas more quickly than other cultures.*

Behavior and Content

Gather and manipulate information about Japan's incorporation of foreign ideas into her culture.

Suggested Activities and Procedures

After students have read pp. 111-119 in Ewing's Eastern Asian Culture, have six students (who have previously received their assignments) deliver short oral reports on these topics:

Ainus
Yamato people
Prince Naha and the imperial system
Naia
Japanese ceramics and porcelain
Ancestor workshop

When reports are concluded, ask students to write an original essay-answer to the question, "To what extent did Japanese culture find its inspiration in foreign ways, and how do you account for this?"

Sources for reports:

Clyde, The Far East, chap. 4.
Dilts, Pageant of Japanese History, chaps. 1-5
Langer, Japan: Yesterday and Today, pp. 18-51.
Reishauer, Japan: Past and Present, chaps. I-IV.
Seidensticker, Japan, chap. 2.
Webb, Introduction of Japan, pp. 18-24, 91-92, 106-108, 111-115.

Evaluation

One cannot expect the students to discover the correct answer to the question at this point in their learning; but hopefully the effort will open the door to their doing some active, creative thinking.

00068

XX. *Some cultures assimilate new ideas more quickly than other cultures.*

Behavior and Content

Analyze the term democracy as it pertains to Japan, in order to determine whether future U. S. policy should be based on supporting Japan's international activities.

Suggested Activities and Procedures

Popular sovereignty, or democracy, can be defined as a political condition characterized by the population at large possessing the power to make and to execute laws, usually through a system of representational organizations (such as government). Under the Constitution of 1889, sovereignty resided in the emperor and his imperial cabinet; under the Constitution of 1947, sovereignty resided in the people.

Reproduce in sufficient copies for class perusal the preambles to the constitutions of 1889 and 1947.

After students have carefully read both, seek answers, in a teacher-lead discussion, to such questions as:

1. What is the ultimate authority upon which each is based? (a divine gift in 1889, the Japanese people in 1947) Which is the more substantial base? Why?

2. In which specific ways to the Japanese people benefit under each constitution? In which ways do they fail to benefit? In which ways are they harmed?

3. Compare, under both constitutions, the role of the military, and the citizen, and his duties.

4. What provisions are held in common by both constitutions?

5. In what significant ways do the constitutions differ?

6. It has been widely reported that the 1947 constitution was dictated by General Douglas MacArthur. How can you verify or refute this argument, deductively or inductively?

Teacher Sources:

Both constitutions are available in Tiedemann's Modern Japan, Readings Number 6 and 14.
Borton, Japan's Modern Century, pp. 131-150; 399-423.
Burks, The Government of Japan, chap. 2.
Peffer, The Far East, chaps. XIV and XLVII.

00069

Evaluation

Ask each student to write, when the discussion is concluded, a one-paragraph essay that:

1. Compares the Japanese and the United States constitutions

2. Offers a logical explanation as to why these constitutions resemble each other to whatever extent they do

00070

XX. *Some cultures assimilate new ideas more quickly than other cultures.*

Behavior and Content

Analyze the "staying power" of democracy in Japan through discussion in order to gain some insight into Japan's future actions.

Suggested Activities and Procedures

After all students have read "Japan Puts Democracy to the Test" in Michaelis' 20th Century Asia, and have seen film F4637 From Enemy to Ally, selected students who have done some advance reading on the topic should attack and defend the statement: "Democracy in Japan is here to stay."

Discussion should be opened to the whole class after each student has made his presentation and has had an opportunity to refute the presentations of students who oppose his point of view.

Be sure that all generalizations are supported by historical factors by logical deduction and not merely the expression of personal opinion which is based on wishful thinking or bias.

Advance preparation for selected students:

Beasley, Modern History of Japan, chap. XV.
Foreign Affairs, October 1969, "Japan's Legacy of Destiny and Change."
Realités, May 1970, special section of 7 articles on Japan
Realités, August 1968, special section on contemporary Japan.
Foreign Affairs, January 1969, "Eye on 1970."
Foreign Affairs, April 1969, "Japan Beyond 1970."
Time, January 31, 1969, "Battle of Tokyo;" and Newsweek, Feb. 3, 1969 "Fall of Todai."
Foreign Affairs, January 1967, "Our Dialogue with Japan."
Foreign Affairs, October 1969, "Living with the Real Japan."

Teacher Sources:

Langer, Japan: Yesterday and Today, pp. 108-132.
Reischauer, Japan: Past and Present, chap. XIV.

Evaluation

After the discussion has ended, each student should arrive at a conclusion about the topic and state - and factually support - his conclusion in one-paragraph essay.

XXI. *Persons, as much as situations, cause history to happen.*

Behavior and Content

Identify and evaluate some of the persons who made Japanese history.

Suggested Activities and Procedures

By way of background preparation, all students should read pp. 126-130 in Ewing's Eastern Asian Culture.

After a general teacher-led class discussion concerning what standards are appropriate to evaluating the importance of a historical personage (number of other persons affected by his actions? significance of his actions on subsequent events?), have three previously-selected students identify the five Japanese historical figures whom each feels most profoundly affected Japanese political history between 1850 and 1945. (Such a list might include Count Hirobumi Ito, Emperor Meiji, Emperor Hirohito, Hideki Tojo, Araki Sadao, Yamagata Aritomo, Itagaki Tarsuke, etc.)

Reporting students must justify their choices as well as review the particular contributions to Japan's history of each.

Student Sources:

Webster's Biographical Dictionary
Beasley, Modern History of Japan, chaps. VI-XIII.
Borton, Japan's Modern Century, parts III and IV.
Clyde, The Far East, chaps. 12, 25, 28, and 31.
Reischauer, Japan: Past and Present, chaps. 10, 11.
Seidensticker, Japan, chap. 2.
Vinacke, A History of the Far East in Modern Times, chaps. V, XVI, XXII.
Webb, An Introduction to Japan, pp. 28-54.

Evaluation

Evaluate student choices according to the justifications offered in the classroom discussions that followed each presentation. Have the students been able to select significant names in accordance with objective standards? Does the student realize how unusual and difficult it is for an individual to achieve prominence in any society as mass-oriented as the Japanese?

00072

XXII. *Militarism is one of the factors behind a nation's willingness to engage in warfare.*

Behavior and Content

Analyze militarism as a cause of Japan's attack on Pearl Harbor.

Suggested Activities and Procedures

By way of background preparation for this lengthy exercise, each student should prepare a time line that covers Japan's political and military history from 1900 through 1945, using regular textbook sources.

After viewing the film F1470 War in China, the teacher should lead a classroom discussion that attempts to answer such questions as:

What is militarism?

How did it happen that the military gained ascendancy in Japan in the '30's?

What in Japan's cultural background accounts for the ultimate supremacy of the military?

What specific ideas and events served to retard military ascendancy?

To what extent was militarism one of the background causes of World War II?

After this discussion, students should read Chapter 14 of Beasley's Modern History of Japan as a homework assignment, and then read pp. 130-131 in Ewing's Eastern Asian Culture.

Have four students now engage in a debate, role-playing Japanese military and civilian thought in 1941, on the topic:

"RESOLVED: Japan should attack Pearl Harbor."

When the debate has been concluded, class should be encouraged to ask specific questions of the debaters and to air their own conclusions.

Teacher Sources:

Borton, Japan's Modern Century, chap. 18.
Clyde, The Far East, chap. 32.
Peffer, The Far East, chaps. XL, XLI.
Reischauer, Japan: Past and Present, chap. XII.

Student Debate Sources:

Teacher sources above
Record: "Pearl Harbor"

00073

Borton, Japan's Modern Century, chap. 18.
Dilts, The Pageant of Japanese History, chaps. 17, 18.
Vinacke, A History of the Far East Modern Times, chap. XVI.

Evaluation

Making use of class notes taken during the discussion and the debate, students should draw up a list of factors that tended to restrain Japan's militarism. They should indicate which of these factors were introduced from the West, and which were intrinsic to Japanese culture.

00074

XXIII. *Learning includes the building of a vocabulary of appropriate names, events, and ideas.*

Behavior and Content

Receive and manipulate information concerning the terminology of Japanese history.

Suggested Activities and Procedures

By way of background preparation, all students should read pp. 126-130 of Ewing's Eastern Asian Culture.

Selected students should deliver oral reports that define and illustrate such terms as:

19th and 20th century Japanese nationalism (imperialism)
Meiji Restoration
zaibatsu
genro
"Gentlemen's Agreement"
Twenty-one Demands
jingoism
"Manchurian incident"
Marco Polo Bridge
Greater East Asia Co-Prosperity Sphere

Evaluation

Give students a short-answer quiz, calling for identification and illustration of the terms studied.

Or ask students to write a brief narration of Japanese history from 1875 through 1940, based only on the information gained in this series of reports and their previous reading.

Do students understand the terms sufficiently well to permit them to continue reading intelligently in Japanese history?

00075

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